Bringing It All Together

REVIEW

Objectives:

Students will be able to:

- Reflect on and discuss lessons learned from the program.
- Practice asking themselves questions about messages they receive online.
- Practice asking themselves questions before sharing anything online.
- Identify and discuss ways to use Youville skills in their daily lives and routines.

Challenge Overview:

- **Intro:** Great news! The Youbies collected all the pieces of the JumboFan! Now they need to climb to the highest point in Youville, build the JumboFan, and blow The Claud away once and for all.
- **Challenge:** Help the Youbies use the skills they've learned in the previous lessons to answer questions and build a digital toolbox.
- **Outcome:** The Youbies reach the highest point in Youville and build the JumboFan.

Materials:

- Chart paper and markers
- *Bringing It All Together* slide deck
- *Question Quest* activity sheet
- *Filling Your Digital Toolbox* handout
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (10 minutes):

1. **Project slide 3 from the *Bringing It All Together* slide deck, and say:** "What are some of your daily habits?" [Allow time for a few responses.]
2. **Say:** "Can anyone tell me what digital habits are? [Allow time for a few responses.] Digital habits are how we behave online. Those habits change depending on the

context of the situation."

3. **Say:** "Context depends on the audience and place. For example, you may behave differently if the audience is your friend versus a group of strangers online. Or you may behave differently in a group discussion for a school assignment versus a group chat on a video game."
4. **Say:** "Think about what you've learned from Youville. What digital habits will you use in your everyday life?" [Examples could include never sharing passwords (even with friends), spotting and asking questions about ads, reporting bullying language to a parent or trusted adult, or stopping and thinking before sharing something online.]
5. **Divide students into small groups, and say:** "In groups, make a list of digital habits. Think about how you behave in different contexts."
6. **Give each group chart paper and markers. Say:** "Assign a recorder in your group. Use the marker to draw three sections on the chart paper and label them 'Safe,' 'Unsafe,' or 'Depends on the Context.' As a group, place your digital habits into this chart. An unsafe habit might be sharing your username and password with a friend. A safe habit could be not clicking links in unexpected text messages. An example of 'Depends on the Context' is sharing your location with your parents versus with someone you don't know."
7. **Have groups share with the class after completing their charts.** Discuss digital habits outlined by the students, which category they fit into, and why. Discuss why some digital habits may seem okay but could be unsafe depending on the context.
8. **Encourage an open discussion** about whether they think their digital habits can have real-world consequences. Ask for examples about when or how this could happen. Discuss how these habits affect safety, personal information, reputation, financial situation, and future opportunities for themselves and others. Note that there are no wrong answers here. Use this time to promote discussion and prepare them for understanding the importance of contextualizing their digital habits.

Mini Lesson (5 minutes):

1. **Say:** "Interacting with others online is not much different from interacting face to face. Either way, your behavior can have lasting consequences. What you do online becomes part of your digital footprint — the trail of information you leave behind when you use the internet — and can affect you and others around you in ways that you might not expect in the moment. Sharing thoughts, accepting requests, or even clicking on a 'free offer' could have consequences that impact your safety, finances, reputation, and more."
2. **Say:** "In several of the Youville lessons, you asked questions before responding to situations. Your answers to those questions helped you decide what to do."
3. **Say:** "Does anyone remember the questions to ask before you share online? [Wait for responses.]
   - Do I know and trust the people I'm thinking of sharing this with?
   - How might this make other people feel?
   - How will I feel if my message ends up somewhere I didn't mean for it to be?

- Could what I'm about to share make someone feel bad, ruin a friendship, harm someone's reputation, or put someone in danger, including myself?"

Encourage students to ask questions before they share and make that part of their digital habits.

Challenge Activity (20 minutes):

1. **Project slide 4, and say:** "Now, let's move into our challenge activity — *Question Quest*."
2. **Project slide 5, and say:** "Help the Youbies on their quest to build the JumboFan. Answer questions at every curve. Can you help the Youbies climb to the highest point in Youville so they can build the JumboFan?"
3. **Divide students into groups, and project slide 6.** Hand out one *Question Quest* activity sheet to each group. For every curve, the activity sheet has a number and a corresponding scenario — one each from the core topics: privacy and online safety, digital citizenship, spotting and avoiding scams, and understanding advertising.
4. **Say:** "In groups, write your responses to the questions for each scenario at every curve. Each response will take you closer to the top of Youville."
5. **Return to the full class.** Invite a few groups to describe or act out their solutions for a scenario. Facilitate a class discussion on these answers, encouraging the full group to add, elaborate, or reconsider the solutions. This collective assessment will help reinforce the lesson and allow students to gain diverse perspectives.

Wrap-up (10 minutes):

1. **Project slide 7, and say:** "In your previous activity, your group was given scenarios. Now, you will return to your small group to create a Digital Toolbox."
2. **Instruct groups** to draw a diagram of their Digital Toolbox. The Digital Toolbox can include words and pictures to show what strategies they will use to stay safe online.
3. **Bring the class back together.** Have groups present their toolbox to the class, emphasizing the top three tools and why they plan to incorporate them in their daily routines.
4. **Pass out copies** of the *Filling Your Digital Toolbox* handout and encourage students to keep it as a reminder of how to use Youville skills in their daily lives.
5. **The class assembles** the JumboFan on the highest point in Youville to blow The Claud away for good.
6. **Project slide 8, and say:** "Good job! You've blown The Claud away from Youville!"

Assessment:

- Monitor each student's participation during the activities.

Learning Standards:

International Society of Technology in Education Standards (ISTE)

1.2 Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- 1.2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- 1.3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 1.3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

Common Core State Standards (CCSS)

English Language Arts (ELA) Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

American Association of School Librarians (AASL) National School Library Standards

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

III. COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

B. CREATE: Learners participate in personal, social, and intellectual networks by:

2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

D. GROW: Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

SHAPE America National Health Education Standards

Standard 5
Use a decision-making process to support health and well-being of self and others.